

Madam Lau Kam Lung Secondary School  
Of Miu Fat Buddhist Monastery



School Report  
2022-2023

**For Public Reference**

Contents

	Page
1. Mission Statement	3
2. School Goals	3
3. Our School	3-7
4. Achievements	8-12
5. Achievements and Reflection on Major Concerns	13-18
6. Our Learning and Teaching	19-21
7. Support for Student Development	21-23
8. Student Performance	24-40
9. Financial Summary	41
10. Appendices	42-56

Report on the Use of Various Grants

- School-based After-school Learning and Support Programmes (Appendix 1)
- Life-wide Learning Grant (Appendix 2)
- Uniform Grant (Appendix 3)
- Diversity Learning Grant (Appendix 4)

## 1. Mission Statement

Based on Buddha's teaching of relief through mercy and compassion, the mission of the school is to implement moral and educational programmes based on Buddhist principles. Thus, the school aims to nurture the all-round development of students so that they develop a positive attitude towards life and become active, responsible and contributing members of society.

## 2. School Goals

Upholding Buddha's teaching of relief through mercy and compassion and the school motto, 'Realizing Buddha's Nature through Mind Enlightenment', the school provides quality education for girls in the New Territories West.

The school emphasizes the holistic development and encompasses ethical, intellectual, physical, aesthetic and social development of each student. To meet the different needs of society and to cope with new challenges, students are provided with opportunities to develop multiple intelligences through the school curriculum and co-curricular activities. The school aims to cultivate good citizens and bi-literate and trilingual professionals.

## 3. Our School

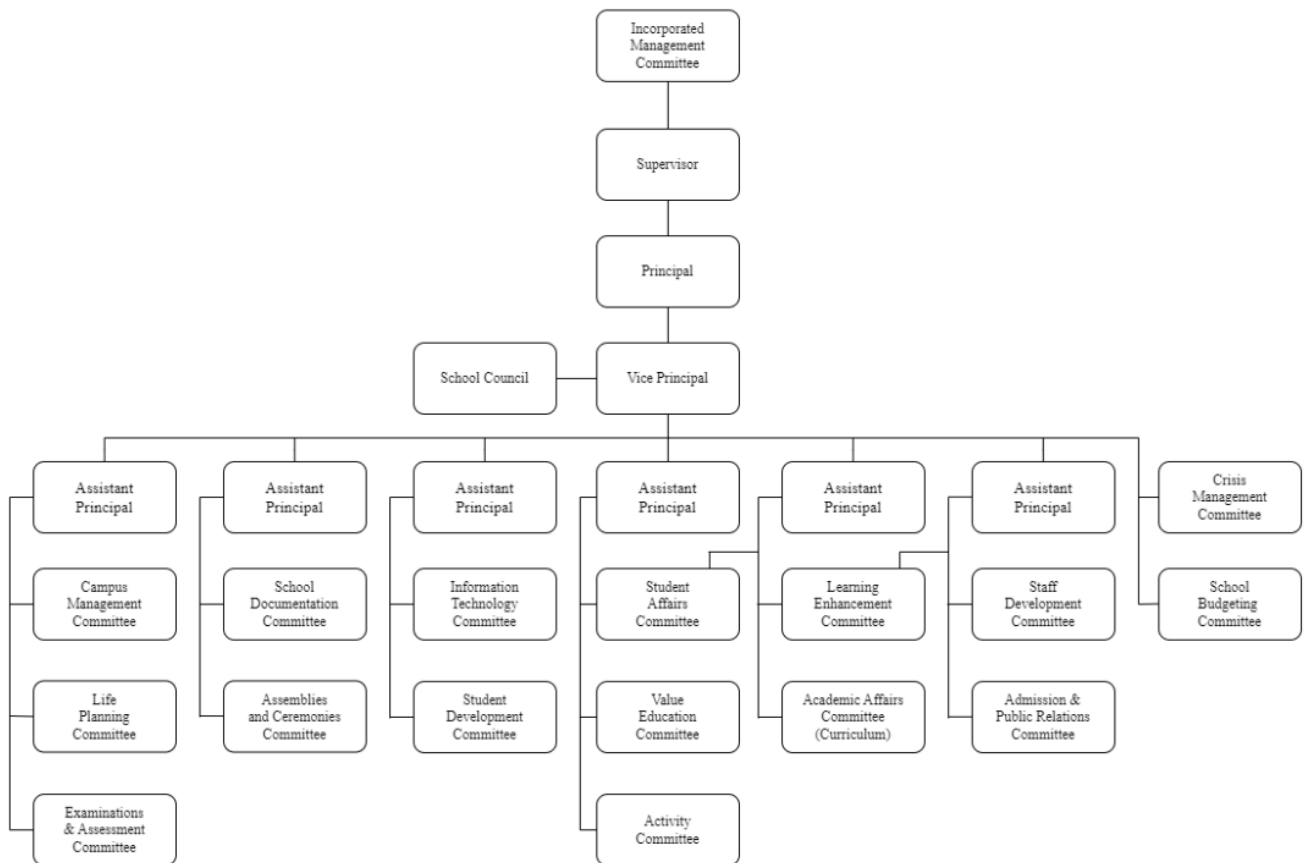
### 3.1 Basic Information

School type	:	Government Aided Secondary Girls' School
Year of foundation	:	1973
Year starting SBM	:	1999
Religion	:	Buddhism
Sponsoring body	:	Miu Fat Buddhist Monastery
Supervisor	:	Mr. Lau Hin-ki Oliver
Principal	:	Ms. Wong Mei-chu
Medium of instruction	:	English
Address	:	22 Castle Peak Road, Lam Tei, Tuen Mun, N. T.
Telephone number	:	2461 9566
Fax number	:	2464 3133
Website	:	<a href="https://www.lkl.edu.hk">https://www.lkl.edu.hk</a>
E-mail address	:	office@lkl.edu.hk

### 3.2 Incorporated Management Committee, 2022-2023

Ven. Sik Sau Chi	Alternate SSB Manager
Mr. Lau Hin Ki Oliver	Supervisor, SSB Manager
Ven. Sik Sing Kit	SSB Manager
Mr. Wu Man Yung	SSB Manager
Prof. Ho Lok Sang	SSB Manager
Mr. Hong Po Sum	SSB Manager
Mr. Ng Choi Wah	SSB Manager
Mr. Yeung Yves	Independent Manager
Ms. Wong Mei Chu	Principal, Ex-officio Manager
Ms. Wong Man Ting Alice	Teacher Manager
Ms. Ip Sin Man	Parent Manager
Dr. Lau Sin Nga	Alumni Manager

### 3.3 Administrative Structure, 2022-2023



---

## **Achievements and Reflection on Major Concerns**

### **3.4 School Spirit**

As the only subsidized girls' school in the New Territories West, our school is renowned for having a fine ethos. Our school endeavours to provide opportunities for students to cultivate their leadership.

Our school was founded in 1973. During the past forty-nine years, our students pursued excellence and got excellent results in both academic and non-academic areas. More than 40 students obtained "Hong Kong Outstanding Students Awards", "New Territories Outstanding Students Awards", "Tuen Mun Outstanding Students Awards" and "SCMP Student of the Year Awards" in the past years. In addition, many students got excellent achievements in various outstanding student selections, leadership programmes and scholarship selections. Some of them were invited to join exchange tours to Britain, Germany, Australia, Singapore, Indonesia, Tokyo, Korea, Beijing, Shanghai, etc. as Hong Kong representatives.

### **3.5 The 3-year School Development Plan and Qualities of LKL Girls**

The new 3-year SDP was from 2022 to 2025 with the following major concerns and targets:

#### **1. Inspiring and supporting students of different abilities to become strategic learners and excel in multiple academic endeavors in life-long learning**

- To nurture academic excellence with good learning habits and refined teaching practices
- To fine tune curriculum, pedagogy and assessment via lesson study and strengthened collaboration
- To enable students of different abilities to strive for excellence

#### **2. Cultivating positive values (perseverance, diligence, integrity and empathy), leadership and life planning skills to foster students' whole-person development**

- To facilitate the building of core values and sense of belonging through class morale building
- To unleash students' leadership potential by strengthening students' confidence and reflective practices in a supported environment
- To guide students in forming personalized goals and life planning skills

This year was resumed to normal. Different learning strategies like 5-minute surprise, 10-minute peer collaboration, collaborative lesson plans, note-taking skills and regular subject-based learning reflection have been introduced to students. Promotion of these strategies is incorporated in our major concerns. The implementation is facilitated through school publications, sharing of teachers and students in morning assemblies, programmes and activities held by various committees.

---

### **3.6 Seven Learning Goals of 2022-23**

#### **National and Global Understanding:**

The LS and CSD Department started their Mainland Trip which engaged the S5 year level in active visit of China to raise awareness together with many competitions involving Basic Law, National Identity and promote empathy and action within our student body. In addition to this, our Activity Committee trained and devised our first Flag Raising Team that won different awards in the community and involving collaboration with other Uniform Groups from renowned schools in Hong Kong.

Nurturing global citizenship cannot be detached from the awareness of our own culture and identity. Therefore, enhancement of Chinese language and culture is also one of the indispensable parts of our School Development Plan. We arranged Life-wide Learning Days, Cultural Days and Lunar New Year Bazaar for students which were all well participated.

#### **Breadth of Knowledge:**

The process of reflecting on and celebrating accomplishments is important for maintaining engagement and motivation. As the 1st year of the new 3-year-cycle, our students and teachers continued to provide specific, actionable feedback in a more timely manner to one another, so that it can be constructive and productive in nature. This is through the practice of note-taking and learning reflection. We are all accustomed to note-taking and giving feedback on different occasions including morning assemblies and lessons.

#### **Language Proficiency, Information Literacy and Generic Skills:**

Nurturing students' language proficiency, information literacy and generic skills cannot be detached from the awareness of our habit of reading, note-taking, authentic activities and learning reflection. Therefore, enhancement of Reading Period and Note-taking at all-time are also two of the indispensable parts of the whole initiative. We arranged activities and special programs for students which were all well received. For example, we arranged STEM tour to S. Korea which provided more physical time for the positive exchanges between students and teachers right after the suspension period. Numerous awards have been won in contests related to language and science. E-platform continuous to play an important role in learning and teaching.

#### **Life Planning:**

Data analysis has been used to provide students with well informed choices and more individual sessions have been conducted in the post DSE regarding JUPAS choices. Striving to set and move toward our School Major Concern, we urge all students to find a sense of purpose in their work and develop their sense of perseverance within the classroom and school activities. We also aimed to give students the sense that they were positively impacting the world around them through leadership activities in School, open sharing with other students in the district, and organizing all the events to celebrate our 50th School Anniversary. Preparation work has been done for the launch of My Portfolio.

---

**Healthy Lifestyle:**

All challenges are meant to be faced head on. For this, we aimed to promote the learning and practice of daily habits for both physical and mental health. With the implementation of the Meditation week, we did this through many self-directed endeavours to highlight the importance of perseverance. We also initiated our Sex Education Week and Festival of Accomplishment. Teachers were also able to explore different activities to promote their own health such as the staff Tai Chi sessions offered by one of our expert alumni, a staff development day that was turned into an activity session for different stress relieving and ‘social circle’ enhancing.

**3.7 2023-2024 F.1 Applicants**

Several activities were held in 2022-2023 to enhance the communication between our school and primary schools and to let stakeholders of primary schools have a better understanding of our school. These activities include School Open Day cum F.1 Information Day and the talks held in various primary schools with the principal or LKL girls and teachers as the guest speakers.

With the challenges of the immigration, the issue of the cross-boardary students and the declining student enrollments in Hong Kong, four classes can still be maintained with very compatitive intake in the coming academic year.

---

## 4. Achievements

### 4.1 A strong language foundation of LKL students

- Students were awarded five champions, four first runners-up and four second runners-up in different classes (Solo verse speaking-non-open, prose reading-non-open and public speaking – solo) in Speech Festival.
- Our school has a long tradition of participating actively in the Hong Kong Schools Speech Festival and has been making every endeavour to explore and stretch our students' potential in English speaking skills. Since the 1980s, our outstanding achievements in speech events have gained us acclamation. This year, 5C Sylva Chioma Sheryl has been selected as the Hong Kong representative to compete in the International Public Speaking Competition (IPSC) held in London in May 2023.
- Students' ability in public speaking is trained by project presentations in various subjects and also sharing at morning assemblies and hall assemblies. In addition, students from different levels are invited and trained to take up the position of the mistress of ceremony at assemblies and various school functions such as LKL Gala, Annual Speech Day, F.1 Info Day, Music Contest, inter-school competition, etc.
- Students participate in inter-school public speaking and debate competitions actively. This year, our English Debate Team won the first preliminary debate St. Mary's Canossian College in the 38th Sing Tao Inter-school Debating Competition and has proceeded to the second preliminary. The Best Speaker and Best Interrogative Speaker were debaters from our school, 5C Sylva Chioma Sheryl and 5C Rai Swastika. 5C Yuen Pok Yin Agnes also won the Best Speaker Award in the Hong Kong Secondary School Debating Competition (1st Term Round 1).

### 4.2 Outstanding achievement in drama

Our students also shine on stage as they have got some impressive awards from Hong Kong Drama Festival and International Drama Competition.

The English drama team who is led by our alumnus Larbi Prudence Jessi had outstanding achievement at the Hong Kong School Drama Festival 2022/23. They presented their original play – The Escape of the Vegetables and the team performed with great cooperation and good spirit. The selected music matched the mood of the play. The script was pleasant, terse lines matched the story and all roles. Overall, the show was a pleasant and engaging experience that managed to captivate the audience's attention from start to finish.

The English drama team has also been awarded the following:

- Award for Outstanding Performer (Two F.1 students and two F.4 students)
- Award for Outstanding Script
- Award for Outstanding Audio-visual Effects
- Award for Outstanding Cooperation



The English drama team was also awarded a Silver Award at the International Drama Competition 2023 in recognition of the members' remarkable acting of their original play.

### 4.3 Good results in HKDSE

- Various subjects including Chinese, English, Liberal Studies, Biology, Chemistry, Business, Accounting & Financial Studies, Chinese History, and Economics at Level 4 or Level 5 above are higher than that of Hong Kong average.
- Students have been successfully qualified for conditional admission to the Faculty of Medicine of the University of Hong Kong or advance offers for various programmes.
- The rate of Level 5 or above in each subject (Chinese, English, Mathematics) has been increased.
- In addition, the elective fields of our school students (science and business) continue to improve. The ratio of BAFS and Economics Level 4, 5 and 5\* or above, Biology and Chemistry Level 4, 5 and 5\* or above, Physics Level 4 and 5 are also far better than previous years.
- The rate of students being offered by Band A choices of JUPAS institutions has leaped compared with that of last year.

Core Subject		DSE Result (%)	
		LKL	HK
Chinese Language	Level 3+	67.7	58.9
	Level 4+	38.5	31.9
	Level 5+	13.8	10.7
	Level 5*+	6.2	4.4
English Language	Level 3+	73.3	51.6
	Level 4+	29.3	26.4
	Level 5+	12	9.7
	Level 5*+	5.3	3.8
Mathematics(Compulsory)	Level 3+	53.3	57.8
	Level 4+	22.7	38.6
	Level 5+	6.7	14.7
	Level 5*+	1.3	6.0
Liberal Studies	Level 3+	80	67.5
	Level 4+	49.3	36.7
	Level 5+	12	9.4
	Level 5*+	8	3.7



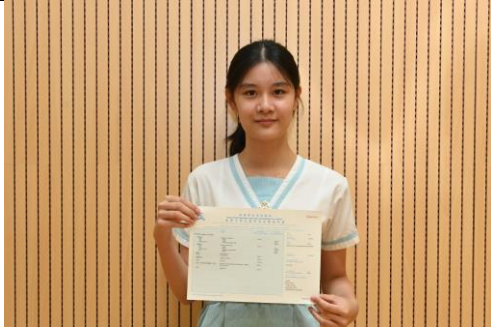

## Overall HKDSE Performance

		Total
Number of subject with the rate of Level 3 or above higher than Hong Kong average	CLA, ELA, LS, BIO, BAFS, CHS, CLI, ELIT'	8
Number of subject with the rate of Level 4 or above higher than Hong Kong average	CLA, ELA, LS, BIO, BAFS, VA	6
Number of subject with the rate of Level 5 or above higher than Hong Kong average	CLA, ELA, LS, BAFS, CHE, CHS	6
Number of subject with the rate of Level 5* or above higher than Hong Kong average	CLA, ELA, LS, BIO, BAFS, CHE, CHS, ECO	8

### 4.4 Territory-wide competition and scholarship

Our students demonstrate the quality of perseverance and tenacity and get outstanding achievements in the following areas. The students' contribution to the society is recognized and the scholarship can help the elite students to achieve their academic goals and career dreams.

- 6D Yung Ching-chi and 6D Li Shan-sheng were awarded the Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2022/23.
- 5D Chong Wing Yan was awarded the Ng Teng Fong Scholarship offered by the Ng Teng Fong Charitable Foundation for her positive learning attitude and excellent academic performance.

	
6D Yung Ching Chi	6D Li Shan Sheng
	
6D Mo Yat Laam	6A Lau Chi Ching



6D Lee Yuen Kuk Agatha

#### 4.5 All round development of student is the key focus of education at LKL

Our students got good results in music competitions with one first runner-up and two second runners-up in the 75th Hong Kong Schools Music Festival (2023), two first runners-up, one second runner-up, one third runner-up, two gold awards and two silver awards in 2023 International Youth Talent Musician Competition.

Our school Flag Raising Team won all the prizes of 2023 Hong Kong Inter-School Flag Raising Competition (The First Prize, the Best Left Flag Guard, The Best Right Flag Guard, The Best Commander and The Best Flag Bearer).

Our Dragon Boat Team won the Champion of the 11th Inter-school Dragon Boat Championships 200M Women's Championship (Small Boat) on 22 April 2023.

Our Student 1A Chan Hiu Ngai got excellent results in the Karate competitions.

- Hong Kong Karatedo Youth Game 2022 (Part 1) Girl Junior Kata Age 10-11 1st Runner-up
- Hong Kong Karatedo Youth Game 2022 (Part 1) Girl Junior Kumite Age 10-11 1st Runner-up
- Southern District Karate Age Group Tournament Girl Intermediate Karate Age 11-12 Champion
- Southern District Karate Age Group Tournament Girl Intermediate Kumite Age 11-12 2nd Runner-up
- The 11<sup>th</sup> Hong Kong Shitoryu Karatedo Ken Kai (HKSKKK) Karate Invitation Tournament 2022 The 1<sup>st</sup> Smai Karate Championships 2022 Open Girl Age 11-13 Individual Kata Champion
- The 11<sup>th</sup> HKSKKK Karate Invitation Tournament 2022 The 1<sup>st</sup> Smai Karate Championships 2022 Open Girl Team Kata Champion
- The 11<sup>th</sup> HKSKKK Karate Invitation Tournament 2022 The 1<sup>st</sup> Smai Karate Championships 2022 Open Girl Age 11-12 Senior Individual Kumite 2<sup>nd</sup> Runner-up
- The 11<sup>th</sup> HKSKKK Karate Invitation Tournament 2022 The 1<sup>st</sup> Smai Karate Championships 2022 Open Girl Team Kumite 2<sup>nd</sup> Runner-up

#### 4.6 Curriculum Structure, 2022-2023

Subject	F.1	F.2	F.3	F.4	F.5	F.6
Buddhist Studies and Society / Applied Buddhism	C	C	C	C	C	
English Language	E	E	E	E	E	E
English Literature / Literature in English	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Putonghua	P	P				
Mathematics	E/C	E	E	E	E	E
Mathematics Extended Part Module 1					E	E
Mathematics Extended Part Module 2				E	E	E
Life and Society	C	E/C				
Citizenship and Social Development				E/C	E/C	
Liberal Studies						E/C
Chinese History	C	C	C	C	C	C
Economics			E	E	E	E
Geography	E	E	E	E	E	E
History		E	E	E	E	E
Business, Accounting & Financial Studies *			E	E	E	E
Information & Communication Technology *				E	E	E
STEM	E/C	E				
Computer Literacy	E/C	E	E			
Technology and Living	E/C	E	E			
Integrated Science	E	E				
Physics, Chemistry, Biology			E	E	E	E
Music	C	C	C	C	C	
Visual Arts	C	C	C	C	C	C
Physical Education	E/C	E	E	E	E	E
Japanese +				J	J	J
Korean +				K		
French +				F		

+ We subsidize students in senior secondary to attend the following courses with grants provided by the EDB: French, Japanese and Spanish courses in Pui Ching Academy and Applied Learning courses offered by various tertiary institutions. Students only take Japanese this year.

#### 4.7 Class Organization, 2022-2023

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

## 5. Achievements and Reflection on Major Concerns

### Major Concern 1 Annual Report, 2022/23

#### Learning and teaching

- Inspiring and supporting students of different abilities to become strategic learners and excel in multiple academic endeavors in life-long learning

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
To promote students' participation in lessons by continuing 5-minute surprise and starting 10-minute peer collaboration.	<ul style="list-style-type: none"> <li>75 percent of the students found this strategy effective.</li> <li>Songs were used in chemistry lessons. For example, elements song, solubility song, virtual experiment etc., to conduct 5-minute surprise and group experiments to enhance peer collaboration. The students found the lessons enjoyable.</li> <li>The whole class was divided into several groups with different tasks being assigned, so each group member cherished the opportunities to have collaboration and communication.</li> <li>Students could relate what they were learning with real life events.</li> <li>Teacher found it good to make good use of 10-minute peer collaboration to arrange different learning activities to give students opportunities to collaborate, such as group discussions and interviews.</li> <li>With the higher achievers helping the less capable students, students in groups were more responsible for different tasks and helped each other to complete the learning tasks.</li> <li>Teachers were also familiar with the use of electronic teaching, such as using padlets to allow students to have</li> </ul>	It is rather to embed the five-minute surprise in every class, instead of a lead-in activity in every class.	Some activities can be converted into peer collaboration which can help save some time in class.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
	<p>the opportunity to express their opinions. It was easy to check students' responses in real time and to give feedback quickly.</p> <ul style="list-style-type: none"> <li>• During class discussions, most of the students responded positively.</li> </ul>		
<p>To refine formative assessment to promote students' holistic learning performance</p>	<ul style="list-style-type: none"> <li>• 75 percent of the students found this strategy effective.</li> <li>• This strategy helped continuously monitor students' learning effectiveness.</li> <li>• This could balance the loading of F.3.</li> <li>• Questions about matching were set in Form 2 to help students understand the revision notes better.</li> <li>• Students were more motivated to study the unit quiz as the test coverage was comparatively less. They were more eager to perform better than the previous test.</li> </ul>	<p>Most of the current unit assessment tests required two sessions. Unfortunately, it is difficult to arrange two sessions for all grades on the same day. If they are conducted on different days, the test questions may be leaked and cause unfairness.</p>	<ul style="list-style-type: none"> <li>• In some subjects, in view of the current arrangement of the unit assessment test, it is suggested that the content of the test should only focus on the content of the sample essay, which not only enhances students' attention to the sample essay, but also shorten the assessment time. It can be completed in one section, and the arrangement is easier.</li> <li>• A google form for Unit assessments for Form 1 to Form 5 is conducted for better arrangement among subjects.</li> <li>• In addition to reading comprehension, the proposed questions also included sample essays taught in the units. In addition, the reading report was also a kind of progressive assessment.</li> </ul>

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
To continue peer lesson observation for trying out collaboratively devised lesson plans for exploring effective classroom practices	<ul style="list-style-type: none"> <li>• 75 percent of the students found this strategy effective.</li> <li>• Experience was shared among teachers.</li> <li>• This was a positive step towards academic enhancement, which could help teachers improve teaching skills, knowledge and learning outcomes.</li> <li>• There was a good sharing on interactive digital learning.</li> </ul>	The class diversity was very big. The learning ability of each class was different, so it was difficult to coordinate and accommodate the teaching progress among the classes.	Some approaches have to be adjusted in the lesson plan in order to cater for the learning diversity.
To adopt data analysis for better post-examination follow-up	<ul style="list-style-type: none"> <li>• 75 percent of the students found this strategy effective.</li> <li>• The marker's report helped the teacher find out in which areas the students still need to improve. 70% of the students passed the make-up test.</li> <li>• The data could be used to adjust the validity of the assessment paper.</li> </ul>	NIL	NIL
To help students cultivate the habit of note-taking, notes keeping and regular subject-based learning reflection	<ul style="list-style-type: none"> <li>• 90 percent of the students found this strategy very effective.</li> <li>• Based on the students' homework, students can generally follow the teacher's explanations and take notes and store them properly.</li> <li>• In terms of cultivating students' habit of reflection, some good practices were found when reviewing the coursework. For example, after each piece of composition, students needed to make corrections based on the teacher's comments and suggestions, or modify sentences and paragraphs, or copy the entire article; some colleagues shared students' articles as examples, let students discuss, or point out areas which were worth learning, or make revisions on areas that need to be improved, which could help promote mutual learning among peers.</li> <li>• 90% of the students have jotted notes. The teacher regularly checks the students' notes, and found that some students organize them carefully, which was gratifying.</li> </ul>	NIL	<ul style="list-style-type: none"> <li>• On some occasions, students have to be reminded to take notes during weekly assemblies. Students were encouraged to take notes on different activities, e.g. One-Student-One-Post, Chinese Learning Class, English Learning Class and School-based speech therapy service.</li> <li>• Students can also write down the mistakes they made in the test and do the corrections for error analysis.</li> </ul>

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
	<ul style="list-style-type: none"> <li>• Students are willing to jot notes especially when subject teachers debrief the marked worksheets and quiz with them.</li> <li>• Students were able to do note-taking under the guidance of teachers.</li> <li>• Students found it useful to have a notebook to write down special or difficult points in their own words or languages.</li> <li>• Making notes could help students stay engaged during lessons, reading and revision.</li> <li>• Students were able to keep the teaching materials well.</li> <li>• Mistresses of ceremonies were encouraged to take notes of the pronunciation and emotion.</li> <li>• Students found it useful to keep online notes and some examples summary provided by teachers in the notebooks.</li> </ul>		



**Major Concern 2**  
**Annual Report, 2022/23**

**Student development**

- **Cultivating positive values (perseverance, diligence, integrity and empathy), leadership and life planning skills to foster students' whole-person development**

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
To make good use of refined class arrangement	<ul style="list-style-type: none"> <li>• 75 percent of the students found this strategy very effective.</li> <li>• This could provide more support for students with lower English proficiency.</li> <li>• It is easier to deal with the students in similar levels.</li> </ul>	NIL	NIL
To promote class morale starting from homerooms/classes as units via understanding one another	<ul style="list-style-type: none"> <li>• 85 percent of the students found this strategy very effective.</li> <li>• Students found it meaningful to write the auspicious blessings on Fai chun or spring couplets together in class on New Year's Eve.</li> <li>• Emotional crisis at the beginning of the year has been dissolved throughout the time.</li> <li>• 90% of the students were able to fill in the forms, set goals and review them regularly.</li> <li>• Class morale was successfully promoted through Sunshine Call, Caring Patrol, Buddy Scheme, DSE Goal Setting, Positive Energy Ambassador, F.1 Day Camp, F.1 Tie-a-tie Competition, Inter-class 50th School Anniversary logo design competition, Inter-class board design competition, Teachers' encouragement sign (Lego dots), class-based activities and workshops during weekly assemblies, Parents' Days, Board Game Group and SDC Day. The involvement of the class teachers to help with minor counseling cases can create a strong bond with the class. The participation of the teachers in lunchtime song dedication and 「老師為你打打氣」 activity,</li> </ul>	NIL	NIL

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
	Awards Scheme could also further build a strong relationship with students.		
To revamp extra lesson schedules to release room for teachers and students	<ul style="list-style-type: none"> <li>• 85 percent of the students found this strategy very effective.</li> <li>• It is useful to arrange tailor-made lessons for selected students.</li> <li>• There is room to arrange F.5 after-school tutorials and holiday tutorials.</li> </ul>	NIL	NIL
To strengthen the core values in relation to the school motto via meditation of the whole school	<ul style="list-style-type: none"> <li>• 80 percent of the students found this strategy very effective.</li> <li>• More students know the meaning of meditation and they even want to try out more different ways to help release the stress. They asked if they could have mediation lessons regularly in F.6.</li> <li>• Some junior form students joined Tuesday lunch meditation. They asked for tea/ photography meditation as well.</li> <li>• Meditation week has been introduced.</li> </ul>	Students only have a general understanding of meditation.	The core values in relation to the school motto via meditation of the whole school will be further enhanced through different activities.
To provide guidance and support after Mock and public examinations	<ul style="list-style-type: none"> <li>• 100 percent of the students found this strategy very effective.</li> <li>• This strategy is useful as emotional support is also a crucial part in study and learning.</li> <li>• Students found it useful to have the perseverance class provided for Form 6 students during study leave period. Students with poor results in mock DSE and post-mock have to attend the class. They have to finish all tasks assigned by subject teachers every day.</li> <li>• It was useful to meet every F.6 student individually and tell them what they had to focus after the mock exam.</li> <li>• The support provided through social media, past paper discussion, study group was useful.</li> </ul>	NIL	NIL

---

## 6. Our Learning and Teaching

### 6.1 Academic Affairs Committee

The Committee composed of 7 sub-committees.

- Textbook and School-based Teaching Materials: List of School-based Teaching materials had been collected from subject teachers and panel heads to prepare the circular in September. Besides, textbook list was updated and prepared in April.
- Timetabling: Special requests from teachers were collected in June. Class, teacher and room timetables were generated in August.
- Subject Selection: An Briefing of Selecting Elective Subjects was introduced to F.3 students during the Academic Talk in September. Elective Selection Talk and Students' Survey were held in March. Then, Elective Subject Combination was generated with reference to students' survey and human resources of school. Simulated allocation was done in May to let students familiar with the allocation procedure. The final allocation was done after the examination evaluation and the allocation result were release before the summer holidays.
- Non-Chinese Speaking Students: GCE and GCSE were applied for the NCS students on or before March.
- External DSE Programmes: Other Languages (OL) teacher-in-charge signed up for the Category C (Other Languages) Subject Examinations for potential DSE (OL) candidates in June and July. Music and PE subject teachers helped qualified F. 3 students to enroll for the External DSE programmes.
- Data Analysis Follow-up: The weak F.1 to F.3 students in CLA, ELA and MAT were identified based on their performance in the examinations. They joined the remedial classes in the following term to improve their performance in these core subjects. After the examinations in each term, the students in need will be identified and they would be supported via the Perseverance classes and supplementary examinations. After the supplementary examination of yearly examination, students could only be promoted after they got attainment in the supplementary examination. All these examinations follow up actions and strategies help students to built up perseverance attitude in their studying.

### 6.2 Learning Enhancement Committee

The Committee, composed of 5 sub-committees, has been established to enhance students' learning by various strategies:

- Improve students' language ability across curriculum by collaborations across subjects. For example, the language support needed by F.1 and F.2 students was identified by Geography and Integrated Science teachers respectively and then English teachers fine-tuned their syllabus to support the two subjects.
- Peer lesson observations were carried out as a usual practice in the routine schedule. Devised codeveloped lesson plans were commonly used by different classes in the same form. Effective classroom practices, including five-minute surprise and ten-minute peer collaboration, were tried as a positive step towards academic enhancement, which help teachers improve teaching skills, knowledge and learning outcomes.
- Promoting reading atmosphere is one of our focuses. A morning reading session is arranged every Friday. The Reading and Library Committee holds several activities to cultivate students' reading habit. These include providing more books in the book corner of each classroom, teachers' book sharing in morning assemblies,

---

book fairs, talks by Chinese authors, reading award schemes, reading forum, etc.

- To promote gifted education, a committee with various working groups has been formed. Students of the committee actively participate in gifted education programmes and also organize activities for other students. A gifted student database has been developed to store student records according to their characteristics and abilities.

### **6.3 Whole School Approach to Catering for Student Diversity**

- In addition to programmes organized by the Gifted Education Committee, our school stretches potential of higher achievers by offering structured afterschool elite programmes and nominates students to attend training courses offered by the Hong Kong Academy for Gifted Education, the EDB and tertiary institutions.
- Small-class teaching is implemented in Chinese Language, English Language, Mathematics and Liberal Studies for better catering for diversity. Data-analysis Chinese Language, English Language and Mathematics remedial classes, which are taught by our teachers, are offered to facilitate students' learning. Students who cannot meet the benchmark set for uniform tests and examinations are required to attend afterschool remedial classes and Perseverance Class.

### **6.4 Extended Learning Time**

- Plenty of afterschool supplementary lessons and long holiday supplementary lessons are offered by respective subject teachers. Although classroom teaching is greatly affected by COVID-19, teachers have arranged plenty of online lessons in addition to those scheduled by the school.
- Teachers of senior forms, especially those of elective subjects, also arrange tutorial classes for students.

### **6.5 Overseas and Local Interflows**

In addition to regular curriculum teaching, various local and overseas interflows were held to broaden the horizons of students. Because of COVID-19, the Primary Schools Music Contest was conducted by submitting a performance video. However, STEM tour to Korea and F.5 Citizenship and Social Development Mainland trip were successfully held this year and students gained fulfilling and rewarding experiences.

### **6.6 Continuing Professional Development**

- The School recognized the teacher's training as one of most programs in this academic year. A lot of internal and external training programs were conducted especially the society resumed normalcy in full in the second semester.
- Focused on middle management training and staff well-being after the COVID-19 pandemic, we organized a series of Retreat with the Principal, invited highly reputed professional in the field to train our staff with management administration, everyday life legal issue, and opportunities and risks from globalization. And staff outing for meditation and Tai Chi.
- Looking ahead, the School has also been invited to contribute to the education field by sharing with potential managers undergoing vice/ assistant principalship of EduHK on interpersonal skills, executive development

---

and middle management service training.

- With respect to collaboration with other schools in the field, our team shared in various EDB training sessions, especially in blended learning; and with teachers of school in HK and Shenzhen about workplace learning and development trends, and successful experience to improve managers' ability to motivate their team and bring out their potential.

## **7. Support for Student Development**

### **7.1 Student Development Committee**

- The Student Development Committee (SDC) emphasizes the united effort of all school personnel who, under the leadership of the school head, work together to create a positive learning atmosphere enriched with care, trust and mutual respect. Diversified activities for different levels are held to help our students realize and maximize their potential, acquire social skills, distinguish right from wrong, develop appropriate values and be better equipped for future challenges.
- Various activities and programmes were held, including Parents' Days, inter-class board design competition, inter-class 50th school anniversary logo design competition, Teacher's Encouragement Sign, Buddy Scheme, mental health workshops, life education workshops, sex education workshops, family education talks, talks on internet use, LKL Angels Scheme, Sex Education Week, The Pursuit of Happiness Emotional Support Group, F.1 Day Camp, Positive Energy Ambassador, DSE Goal Setting, to-tie-a-tie competition, Basic Law typing competition & penmanship competition, Farewell Lunch & Assembly, Caring Patrol, Awards Scheme, prefect training, SDC Day, Board Game Group, Chinese learning class & English learning class for SEN students, school-based speech therapy service, training for guide dogs volunteer, Know Oneself Life Planning, etc. However, Jockey Club Autism Support Network is cancelled as there is not enough ASD students. The class-based activity during School Picnic was cancelled due to bad weather.
- Facing the challenge of increasing number of emotional cases, special measures have been taken. The communication among counselling teachers, social workers, SDC form coordinators, Educational Psychologist and class teachers were strengthened and updates about counselling cases were shared promptly. Case meetings were held to provide updates about counselling cases and support for subject teachers to raise their awareness of behaviors and feelings of students with suicidal risks. Students in need have been referred to the Student Mental Health Scheme in which students can get more professional help from the Hospital Authority. Regular counselling meetings were held to review the action plan and progress. SDC teachers attended several talks and workshops provided by external parties to enhance their ability to support students. A crisis drill was held and useful experience and information were shared with all teachers in staff meetings.

## 7.2 Guidance for F.1 Students

In order to help F.1 students to adapt to their secondary school life, our school arranged the following activities in 2022 - 2023:

Activity	Aim
<b>Bridging Course for Early Adaption</b>	In order to let our newly admitted Form 1 students adapt to and prepare their coming secondary school life, our teachers have conducted a 3-day summer bridging course in July and will organize a 2-days summer bridging course in August to let students taste what lies ahead and build their confidence in using English.
<b>Orientation Day for Students and Parents</b>	Its objective were to promote a better understanding of the school to students and parents before the start of the school year.
<b>Parents' Day</b>	Three Parents' Days were held on 7 October 2022, 9&10 February 2023 & 29 April 2023. Parents discussed learning problems of their daughters with class teachers. Quality assignments/notebooks/reflections were displayed and parents were invited to view their daughter's work.
<b>Afterschool Remedial Class</b>	Teachers of our school helped low achievers by adopting afterschool small class teaching.
<b>Buddy Scheme</b>	Each teacher and the Principal took care of two to three F.1 students. They met with their students regularly and gave advice and support to them.
<b>Class Prefects</b>	Class prefects helped F.1 students to adapt to their secondary school life.
<b>Dual class teachers</b>	Two class teachers were assigned to each F.1 classes. They built a disciplined and supportive classroom environment and provided guidance to their students.
<b>F.1 Day Camp</b>	A day camp was held on 24 September 2022. F.1 students have better understanding of the school and classmates after the Day Camp.

## 7.3 Support Measures for SEN

A special team including teachers and social workers has been set up to help students with special needs. Counselling services for SEN students, including regular meetings, small group activities and medical follow-up are provided by social workers. External bodies were employed to provide support services. These included:

- Know Oneself Life Planning (Project Bridge)
- School-based speech therapy service
- Jockey Club Autism Support Network
- Training for guide dogs volunteer (Yang Memorial Methodist Social Service)
- Chinese reading and writing class
- English reading and writing class

---

#### 7.4 Service Learning

The aim of service learning in our school is to encourage students to participate in voluntary services with a view of establishing a culture of lifelong volunteerism. We have provided opportunities for students to participate in sustainable volunteer programmes, i.e. F.4 Service Learning, Internship Programme for Rehabilitation Units and Dementia Friends Community Campaign to serve the needy and the community. In the “Cherish your Food” Student Service-Learning Project, students expressed gratitude for the meal and reflected on how their food choices affected their local and global environment. Different activities were also organised, for example, mindful eating and coffee zen workshop. Students were encouraged to make choices that will be satisfying and nourishing to the body. As we become more aware of our eating habits, we may take steps towards behavior changes that will benefit ourselves and our environment.

#### 7.5 Life Planning

The Life Planning Committee organizes diversified activities and programmes aiming at the following targets and strategies:

- Assist F.6 students to formulate their further study path. Various programmes, including JUPAS talks, mock interview workshops and mentorship schemes, are organized to help students make optimal choices in JUPAS and applications for tertiary institutions.
- Individual counselling sessions are conducted for F.6 and F.3 students. Advice on further studies plans and learning strategies provided based on their academic performances, personal interests and aspirations.
- Develop students’ life planning skills in order to become a life-long learner. Workshops held together with NGOs and business sectors are offered to junior form students. Summer job schemes are provided for senior form students.
- Guide students in career planning by exploring their personality traits. Career exploration certificate workshops are held for both junior form and senior form students after school.
- Help students to identify their goals and interests so as to optimize their higher education and career choices. Career information of tertiary institutions is displayed regularly. The information is also shared with students via morning assemblies and emails.

## 8. Student Performance

### 8.1 Achievements in External Life-wide Learning Activities

<b>Outstanding Students and Leadership</b>	
<b>Outstanding Student Election of Tuen Mun District 2022</b>	
<b>Tuen Mun Outstanding Student (Senior Section)</b> <b>Tuen Mun Outstanding Student (Merit Award)</b>	6D Yung Ching Chi 6A Fatima-Tul-Zahra 6D Lee Yuen Kuk
<b>Tuen Mun District Excellent Students Award 2022/23</b>	3A Lu Yuk (Junior secondary) 5C Sylva Chioma Sheryl (Senior secondary)
<b>The Harvard Club of Hong Kong</b>	5B Ding Nancy 5C Rai Swastika 5C Mok Hoi Kiu Ruby
<b>Ven Siu Kun Charitable Foundation Limited Scholarship</b>	5B Cheung Siu Man
<b>Scholarship</b>	
<b>Sir Edward Youde Memorial Prizes 2022/23</b>	6D Li Shan Sheng 6D Yung Ching Chi
<b>Ng Teng Fong Scholarship 2022</b>	5D Chong Wing Yan
<b>Hong Kong School Drama Festival 2022/23</b>	4B Lovepreet Kaur 4D Ghafoor Asmah 3A Amoakohene Matilda 1A Abihah Wajahat 1A Hon Kam Yee 1B Xu Qiuyue 1B Yuan Shing Kwan 1B Zhu Zixin 1C Ho Chin Yau 1D He Lan 1D He Shan
<b>Award for Outstanding Performer</b> <b>Award for Outstanding Script</b> <b>Award for Outstanding Audio-visual Effects</b> <b>Award for Outstanding Cooperation</b>	
<b>International Drama Competition 2022/23</b>	4B Lovepreet Kaur 4D Ghafoor Asmah 3A Amoakohene Matilda 1A Abihah Wajahat 1A Hon Kam Yee 1B Xu Qiuyue 1B Yuan Shing Kwan 1B Zhu Zixin 1C Ho Chin Yau 1D He Lan 1D He Shan
<b>Silver Award</b>	
<b>The 74th Hong Kong Schools Speech Festival 2022</b>	Solo Verse Speaking- Non-Open <ul style="list-style-type: none"> <li>• 5D Zainab Noor</li> <li>• 1C Lai Tik Yan Lyanne</li> </ul> Prose Reading-Non-Open <ul style="list-style-type: none"> <li>• 5C Sylva Chioma Sheryl</li> </ul> Public Speaking-Solo
<b>Champion</b>	



	<ul style="list-style-type: none"> <li>• 5C Sylva Chioma Sheryl</li> <li>• 4D Ghafoor Asmah</li> </ul>
<b>The 38th Sing Tao Inter-school Debating Competition</b> <ul style="list-style-type: none"> <li>• Best Interrogative Debater</li> <li>• Best Speaker</li> </ul>	5C Sylva Chioma Sheryl (1st preliminary) 5C Rai Swastika (1st preliminary) 5C Yuen Pok Yin (1st preliminary)
<b>Hong Kong School Drama Festival 2022/23</b>  <b>Award for Outstanding Performer</b> <b>Award for Outstanding Script</b> <b>Award for Outstanding Audio-visual Effects</b> <b>Award for Outstanding Cooperation</b>	4B Lovepreet Kaur 4D Ghafoor Asmah 3A Amoakohene Matilda 1A Abihah Wajahat 1A Hon Kam Yee 1B Xu Qiuyue 1B Yuan Shing Kwan 1B Zhu Zixin 1C Ho Chin Yau 1D He Lan 1D He Shan
<b>4.23 World Book Day Creative Competition</b>	5D Chong Wing Yan
<b>16th Filial Piety Essay Competition</b>	2A Deng Qiting
<b>Liberal Studies and Humanities Subjects</b>	
<b>2023 Hong Kong Inter-School Flag Raising Competition</b> <ul style="list-style-type: none"> <li>• The First Prize</li> </ul>	School Flag Raising Team 4D Chen Tsz Yin (The Best Commander) 4D Zhang Sze Ki (The Best Left Flag Guard) 4A Chan Sze Ki (The Best Right Flag Guard) 4C Fu Ying Chi (The Best Bearer)
<b>2023 Hong Kong Student Chinese Calligraphy Competition</b>	Brush <ul style="list-style-type: none"> <li>• 2A Fan Kelly</li> </ul> Hard Pen <ul style="list-style-type: none"> <li>• 2A Fan Kelly</li> <li>• 2A Lu Liang Ping Susan</li> <li>• 5D Liu Chau Yee</li> <li>• 5D Wen Yongen</li> </ul>
<b>33rd International Children and Youth Chinese Calligraphy Competition</b>	4D Zhong Cheuk Yin
<b>Basic Law, One Country and Two Systems Poster Design Competition 2022</b>	3A Yung Yin Tung
<b>'I need to be a boss, startup proposal competition'</b>	5A Chan Wan Yu 5B Cheung Siu Man 5B Keung Sheung Yu Sheree 5B Ye Wing Yu 5C Gu Ming Shan 5C Law Hau Ching 5D Tsang Wai

<b>Science and Mathematics</b>	
<b>Most Outstanding Performance Award of Design Thinking Summer 2022: Responsible Consumption for Sustainable Development</b>	5D Liu Chau Yee 5C Gu Ming Shan 5B Ye Wing Yu
<b>3rd Hong Kong Schools Mathematics Challenge Gold Award</b>	3A Leung On Yee 2A Cheung Hiu Tung
• <b>Silver award</b>	3A Ho Cheuk Lam
• <b>Bronze award</b>	4D Chen Tsz Yin 2A Tong Ka Man
<b>1st runner-up</b>	4D Ghafoor Asmah 2A Dura Ayesha
<b>2nd runner-up</b>	4D Chiu Man Ching 4D Xiong Chun Nga 4D Ye Tsz King 3A Ng Wai Laam 2A Fan Kelly
<b>Merit award</b>	4D Liu Wang Hei 4D Wong Ting Sum 3A Sidhu Ayeshpreet Kaur 3A Weng Shitong 3A Wong Chau Fei 2A Leung Yip
<b>Aesthetic Education</b>	
<b>75th Hong Kong Schools Music Festival 2023</b>	
• <b>1st runner-up</b>	5A Wen Tsz Ying Tiffany (Pipa solo - advanced)
• <b>2nd runner-up</b>	5D Wong Sum Yuet (Erhu Solo – Senior) 4A Chan Sze Ki (Zheng solo – advanced)
<b>2023 International Youth Talent Musician Competition</b>	
• <b>1st Runner-up</b>	2B Chow Ka Ying (Pipa solo – secondary)
• <b>1st Runner-up</b>	5D Wong Sum Yeut (Erhu solo – secondary)
• <b>2nd Runner-up</b>	5A Wen Tsz Ying Tiffany (Pipa solo – secondary)
• <b>3rd Runner-up</b>	4B Law Hoi Ching (Pipa solo – secondary)
• <b>Gold Award</b>	2B Chow Ka Ying (Pipa solo – secondary) 5A Wen Tsz Ying Tiffany (Pipa solo – secondary)
<b>Silver Award</b>	5D Wong Sum Yeut (Erhu solo – secondary) 4B Law Hoi Ching (Pipa solo – secondary)

<b>Sports</b>	
<b>Champion of The 11th Inter-school Dragon Boat Championships 200M Women's Championship (Small Boat)</b>	Dragon Boat Team
<b>Inter-School Table Tennis Competition (Girls B grade)</b>  <b>Champion</b>	1D Liu Pui Shan 2B Xu Xin Yue 3A Lu Yuk 3B Lam Wing Ching 4A Yip Yee Laam
<b>All Hong Kong Buddhist Secondary School The 29th Joint-School (2022-2023) Athletics Championship</b>	
<ul style="list-style-type: none"> <li>• Girls A Grade Overall</li> <li>• Girls B Grade Overall</li> <li>• Girls C Grade Overall - 1st runner-up</li> <li>• Girls Overall Championship - 1st runner-up</li> </ul>	
<b>Girls A Grade Shot Put and Girls A Grade Discus – Champion</b>	5A Ng Cheuk Yiu
<b>Girls A Grade 200M Run and Girls A Grade 400M Run – 2nd runner-up</b>	5C Sylva Chioma Sheryl
<b>Girls A Grade Shot Put – 1st runner-up</b>	5C Rai Sara
<b>Girls B Grade 800M Run – 1st runner-up</b>	3C Chan Wing Tung Victoria
<b>Girls B Grade Long Jump and Girls B Grade 400M Run – 1st runner-up</b>	3C Leung Ka Man
<ul style="list-style-type: none"> <li>• Girls C Grade Discus <ul style="list-style-type: none"> <li>- Champion</li> <li>- 1st runner-up</li> </ul> </li> </ul>	2B Yeung Yi Ting 2C Luo Sa
<b>Girls C Grade Shot Put – 2nd runner up</b>	2B Yeung Yi Ting
<ul style="list-style-type: none"> <li>• Girls C Grade Long Jump <ul style="list-style-type: none"> <li>- Champion</li> <li>- 2nd runner-up</li> </ul> </li> </ul>	2C Luo Sa 1C Chan Ching Sze
<b>Inter-School Swimming Championships (Tuen Mun) 2022-2023</b>	
<ul style="list-style-type: none"> <li>• Girls C Grade 50m Butterfly – 1st runner-up</li> <li>• Girls C Grade 100m Freestyle – 3rd runner-up</li> </ul>	1A Chan Wui Ching

<p>Hong Kong Karatedo Youth Game 2022 (Part 1)  Girl Junior Kata Age 10-11 1st Runner-up  Hong Kong Karatedo Youth Game 2022 (Part 1)  Girl Junior Kumite Age 10-11 1st Runner-up</p> <p>Southern District Karate Age Group Tournament  Girl Intermediate Karate Age 11-12 Champion</p> <p>Southern District Karate Age Group Tournament  Girl Intermediate Kumite Age 11-12 2nd Runner-up</p> <p>The 11th Hong Kong Shitoryu Karatedo Ken Kai  (HKSKKK) Karate Invitation Tournament 2022 The  1ST Smai Karate Championships 2022 Open Girl  Age 11-13 Individual Kata Champion</p> <p>The 11th HKSKKK Karate Invitation Tournament  2022 The 1ST Smai Karate Championships 2022  Open Girl Team Kata Champion</p> <p>The 11th HKSKKK Karate Invitation Tournament  2022 The 1ST Smai Karate Championships 2022  Open Girl Age 11-12 Senior Individual Kumite 2nd  Runner-up</p> <p>The 11th HKSKKK Karate Invitation Tournament  2022 The 1ST Smai Karate Championships 2022  Open Girl Team Kumite 2nd Runner-up</p>	<p>1A Chan Hiu Ngai</p>
<b>Value Education</b>	
<p>Hong Kong Federation of Youth Groups</p>	<p>Heart to Heart School</p>
<p>HKSAR25 “WeCare Awards” 2021-2022</p>	<p>6D Yung Ching chi  5B Chan Fong yu</p>
<p>Leadership Volunteer Training Scheme 2022</p>	<p>6D Yung Ching Chi  5C Yuen Pok Yin</p>

## 8.2 Awards Presented by the School

### Outstanding Academic Performance

#### E1

Class	Name of students	Academic Achievement
1C	TSANG YUEN CHING	First in Form Second in Chinese Language Second in Mathematics First in Buddhist Studies and Society First in Life and Society
1B	CHEUNG SZE TING ANGEL	First in Chinese Language
1A	KEUNG SIU TIM BONNY	Third in Chinese Language
1A	KAU IOI KIO	Second in Form Second in English Language Third in Mathematics
1A	ABIHAH WAJAHAT	First in English Language First in English Literature
1C	HO CHIN YAU	Third in English Language
1D	HUI TSZ TUNG	First in Mathematics
1A	HO WING CHI	First in Chinese History
1D	HE SHAN	First in Geography
1A	WONG HEI NGA	Third in Form First in Integrated Science
1D	WAN CHIU WA	First in Putonghua
1A	ALI NARMEEN MUNSIF	First in Basic Chinese Language

Class	Name of students	Academic Achievement
2A	FAN KELLY	First in Form Second in Chinese Language First in Mathematics First in Putonghua
2A	TONG KA MAN	Second in Form Third in Chinese Language First in Chinese History
2A	LEUNG YIP	Third in Form First in Chinese Language Third in Mathematics First in Buddhist Studies and Society
2A	DHALIWAL MEHAK PREET	First in English Language First in English Literature First in Basic Chinese Language First in History First in Integrated Science
2A	DURA AYESHA	Second in English Language Second in Mathematics
2A	AHAMED THAMBI RIHANA	Third in English Language
2A	HUANG SIQING	First in Geography First in Life and Society

Class	Name of students	Academic Achievement
3A	LEUNG ON YEE	First in Form Second in Mathematics First in Biology
3A	LAN MINYUE	Second in Form Third in Chinese Language Third in Mathematics
3A	LAW HEI LAM	Third in Form First in Economics
3A	YONG CHANG NEE	Third in English Language
3A	LU YUK	First in Chinese Language First in Chinese History
3A	HARMANPREET KAUR	First in Business, Accounting & Financial Studies
3A	AMOAKOHENE MATILDA	First in Basic Chinese Language
3C	DIA CHEUK WING	First in English Language
3B	GURUNG SUMI	Second in English Language
3A	HO CHEUK LAM	First in Mathematics
3A	AKHTAR RUKHSAR	First in English Literature First in Geography First in Chemistry
3A	WONG YUK YIN	First in Physics
3A	LAM WAI YING	Second in Chinese Language
3C	SE HAU YUI	First in History

Class	Name of students	Academic Achievement
4D	ZHANG SZE KI	First in Chinese Language First in Chinese Literature First in Citizenship and Social Development
4D	CHEN TSZ YIN	Second in Chinese Language
4D	CHAN YUK WING	Third in Chinese Language
4D	GURUNG NELISA	First in Basic Chinese Language
4D	GHAFOOR ASMAH	First in English Language First in Biology
4B	SAHER AISHA	Second in English Language
4B	LOVEPREET KAUR	Third in English Language
4D	YE TSZ KING	First in Mathematics First in Economics First in Physics
4D	WONG TING SUM	Second in Mathematics First in Information & Communication Technology First in Chemistry
4D	XIONG CHUN NGA	First in M2 Third in Mathematics
4B	GURUNG PRACHI	First in English Literature
4D	CHEUNG YAN YUET JENNIFER	First in Chinese History First in History
4A	NG CHUN YI	First in Geography
4C	HUI HIU WA	First in Visual Art
4D	WANG ZI YING CANDY	First in Business, Accounting & Financial Studies



## E.5

Class	Name of students	Academic Achievement
5B	CHAN FONG YU	Second in Chinese Language First in M1 First in Citizenship and Social Development First in Economics First in Business, Accounting & Financial Studies
5B	DING NANCY	First in Chinese Language First in Information & Communication Technology
5A	CHAN FEI YI	Third in Chinese Language
5D	SHUMAILA	First in Basic Chinese Language
5C	RAI SWASTIKA	First in English Language First in Biology First in Chemistry
5C	SYLVA CHIOMA SHERYL	Second in English Language
5B	BIBI FIZZA	Third in English Language
5A	YIP NGA SZE	First in Mathematics
5C	MOK HOI KIU RUBY	Second in Mathematics First in M2 First in Physics
5C	YUEN POK YIN	Third in Mathematics
5A	MAK NGA MAN	First in Chinese Literature
5C	NGAN PUI KI PINKY	First in English Literature First in History
5A	CHAN FEI YI	First in Chinese History
5D	CHEUNG CHEUK YIU	First in Geography
5B	RAI SUBHEKSHA	First in Visual Art

### Principal's List

Class	Name
2A	FAN KELLY
2A	TONG KA MAN
2A	LEUNG YIP
2A	DHALIWAL MEHAK PREET
2A	HUANG SIQING
3A	LEUNG ON YEE
4D	YE TSZ KING
4D	WONG TING SUM
5C	MOK HOI KIU RUBY
5C	RAI SWASTIKA

### Academic Head's List

Class	Name
1C	TSANG YUEN CHING
2A	CHEUNG HIU TUNG
2A	PAU HOI CHING
2A	YU XIN HUI
2A	DURA AYESHA
2A	CHAN CHINGYU
2A	TONG WAI SZE
2A	ISABELLE CHEUNG
2A	HE PELIN
2A	LEUNG CHEUK HANG
3A	LAN MINYUE
3A	LAW HEI LAM
4D	XIONG CHUN NGA
4D	GHAFOOR ASMAH
4D	GURUNG NELISA
4D	CHEN TSZ YIN
5A	CHAN FEI YI
5B	CHAN FONG YU
5B	DING NANCY
5C	YUEN POK YIN

**Top 3 in Junior Forms**

Class	1st	2nd	3rd
1A	KAU IOI KIO	WONG HEI NGA	ABIHAH WAJAHAT
1B	CHEUNG SZE TING ANGEL	YUAN SHING KWAN	CHAN HAU KIU
1C	TSANG YUEN CHING	YAO YURONG	HO CHIN YAU
1D	HE SHAN	HE LAN	WAN CHIU WA
2A	FAN KELLY	TONG KA MAN	LEUNG YIP
2B	CHEN SHIYA	CHOW KA YING	LEUNG TSZ YAN
2C	KI CHING	CHEN YU	MAK HEI YAU
2D	WAN HANG YEE	XU MIN YU	HUI CHI PING
3A	LEUNG ON YEE	LAN MINYUE	LAW HEI LAM
3B	BABAR AISHA HUSSAIN	SHAHID KASHIF	LAM WING YI
3C	POON TSZ WING	WONG HEI YI	LEUNG KA MAN
3D	CHEN KAI TONG	CHOW YI CHING	WEN WING YI

**Student with Great Improvement**

1A	1B	1C	1D
AHMED SAMIAH GULZAR	MAN TSZ YAN	WONG TSZ YAN	WEI IRIS

2A	2B	2C	2D
CHAN CHING YU	CHOW KA YING	YEUNG YING	WAN HANG YEE

3A	3B	3C	3D
SAJJAD YUSRA	LAU SZE KI	NG KA YIU	CHOW YI CHING

4A	4B	4C	4D
CHONG HAU YING	CHOW KA YIU	LI YAT SUM LIN KA YEE XU NOK SZE	CHEUNG YAN YUET JENNIFER

5A	5B	5C	5D
CHAN WAN YU	KEUNG SHEUNG YU SHEREE LEE SHAN SHAN	WONG MING CHOI	LIU CHAU YEE

---

**Youth Arch Student Improvement Award**

<b>Class</b>	<b>Name</b>
1A	AHMED SAMIAH GULZAR
1B	MAN TSZ YAN
1C	WONG TSZ YAN
1D	WEI IRIS
2A	CHAN CHING YU
2B	CHOW KA YING
2C	YEUNG YING
2D	WAN HANG YEE
3A	SAJJAD YUSRA
3B	LAU SZE KI
3C	NG KA YIU
3D	CHOW YI CHING
4A	CHONG HAU YING
4B	CHOW KA YIU
4C	LIN KA YEE
4D	CHEUNG YAN YUET JENNIFER
5A	CHAN WAN YU
5B	KEUNG SHEUNG YU SHEREE
5C	WONG MING CHOI
5D	LIU CHAU YEE

---

**Class of 1996 Scholarship**

4D GHAFOOR ASMAH

5C RAI SWASTIKA

**Chong Sung Wo & Wong Chiu Lan Memorial Scholarship**

**莊宋和、黃照蘭紀念獎學金**

**F.1 – F.3 Buddhist and Society**

1C TSANG YUEN CHING

1D TAN CHI SUM

1D HE LAN

2A LEUNG YIP

2A HE PEILIN

2A HUANG SIQING

3A YONG CHANG NEE

3A WONG CHAU FEI

**F.4 – F.6 Chinese Literature**

4C CAI HUI YI

4C ZHOU YAN WAI LILY

4D ZHANG SZE KI

5A MAK NGA MAN

5B HUANG PO YEE

5D ZHANG HO YI

6A CHAN HIU CHING

6A CHEN CHEUK KEI

6B O PUI YAN

**Dr. Lau Sin Nga Scholarship for Biology**

**劉善雅博士生物科獎學金**

4D GHAFOOR ASMAH

4D ZHANG XIAOJING

5C RAI SWASTIKA

5C MOK HOI KIU RUBY

6A LIANG LOK NI

6D LI SHAN SHENG

6D YUNG CHING CHI

6D LEE YUEN KUK AGATHA

6D MO YAT LAAM

**Parents-Teachers Association Scholarship for Excellent Public Examination Results**

**家長教師會公開試成績優異獎學金**

6A CHENG PUI LOK

6A LAU CHI CHING

6A LIANG LOK NI

6A NG TSZ YAU

6A RAZZAQ KINZA

6A SIN CHEUK YING

6A LI YAT TING

6A SOHAIL ARIBAH

6A SUNWAR DIYA

6B JIN PUI YAN

6D LEE YUEN KUK AGATHA

6D LI SHAN SHENG

6D MO YAT LAAM

6D YUNG CHING CHI

### Outstanding Achievements of the Year

(based on students' performance in extra-curricular activities and service)

Class	Name	Award / Achievement
5C	SYLVA CHIOMA SHERYL	Chairlady of Students' Council Outstanding Sportswoman 2022/23 Tuen Mun District Excellent Students Award (Senior Secondary)
5C	YUEN POK YIN	Head Prefect Champion of the 11th Inter-school Dragon Boat Championship
5C	RAI SWASTIKA	Head Prefect Champion of the 11th Inter-school Dragon Boat Championship
5C	MOK HOI KIU RUBY	Deputy Head Prefect 2023 Harvard Book Prize Winner
5B	CHAN FONG YU	Deputy Head Prefect
5B	CHEUNG SIU MAN	Deputy Head Prefect 2023 Ven Siu Kun Charitable Foundation (Student's Award Scheme)
5B	HUANG WAN	Deputy Head Prefect 香港青年協會《有心計劃》金獎 香港義工獎金獎 「愛心行動獎 2021-2022」香港首 20 名
5D	WONG SUM YUET	Deputy Head Prefect Outstanding Musician Champion of 50th School Anniversary Theme Song Competition
6A	YUNG CHING CHI	2022 Tuen Mun Outstanding Students' Awards, 2022 Tuen Mun Outstanding Student (Senior Section), 2022/23 Sir Edward Youde Memorial Prizes
6D	LEE YUEN KUK AGATHA	2022 Tuen Mun Outstanding Student (Merit Award)[Senior Section]
6D	LI SHAN SHENG	2022/23 Sir Edward Youde Memorial Prizes
3A	LU YUK	2022/23 Tuen Mun District Excellent Students Award (Junior Secondary)
4A	CHONG HAU YING	2022 素質星杯全國少年兒童書畫大賽-金獎 「祖國頌」第八屆中國書法美術大展賽-少年組金獎
4C	LIN KA YEE	黑白繪畫大賽 2023 高中組-金獎 第五屆「致敬英雄」全國青少年文化藝術創作主題教育競賽-「繪畫我心中的英雄」書法繪畫大賽單元：廣東：一等獎
5B	DING NANCY	2023 Harvard Book Prize Winner
5D	CHONG WING YAN	2022 Ng Teng Fong Scholarship
5A	NG CHEUK YIU	Outstanding Sportswoman
1A	CHAN HIU NGAI	Outstanding Sportswoman

---

**Certificate of Distinction**

**(based on students' performance in extra-curricular activities and service)**

3A CHAN YEE CHING JOSIE  
3A LAI JESSICA  
3A LAU SIN YU  
3A AMOAKOHENE MATILDA  
3A WONG YUK YIN  
3B SIU KA YI JOYCE  
3D FOK CHING YEE  
3D NG HOI CHING  
3D TO HAU TUEN  
4A CHAN SZE KI  
4A CHONG HAU YING  
4A LEI YUET  
4B LAW HOI CHING  
4C FU YING CHI  
4C LIU SUI WUN  
4C POON YEE MAN  
4C YE WAI YING  
4D CHEN CHUNG YI  
4D CHEN TSZ YIN  
4D HO YING YING  
4D LEE HIU YEUNG  
4D YE TSZ KING  
4D ZHANG SZE KI  
5A NG CHEUK YIU  
5A WEN TSZ YING TIFFANY  
5A ZHOU SIN YI  
5B YE WING YU  
5C RAI SWASTIKA  
5C RAI SARA  
5C YUEN POK YIN  
5D THAPA PABITRA

---

Certificate of Honour

(based on students' performance in extra-curricular activities and service)

2A	CHAN LOK HEI
2A	CHAN PUI KA
2A	CHEUNG HIU TUNG
2A	CHIU HEI TUNG
2A	YU XIN HUI
3A	AMOAKOHENE MATILDA
3C	HEUNG HIU YI
3C	NG TUNG LAM
3C	POON TSZ WING
3C	SE HAU YUI
4A	YAU TUNG YAN
4B	AU HOI LAAM
4B	LOVEPREET KAUR
4D	CHIU MAN CHING
4D	WONG TING SUM
4D	XIONG CHUN NGA
4D	YE TSZ KING
4D	CHEN TSZ YIN
4D	LIU WANG HEI
5A	CHAN HEI TO
5A	WONG YAN KI
5A	CHAN FEI YI
5B	YE WING YU
5C	LAW HAU CHING
5C	NGAN PUI KI PINKY
5C	WONG HOI YIU
5C	WONG YAN TING
5D	CHEN CHEUK YING
5D	FUNG PUI YI
5D	LEUNG CHEUK YEE
5D	SHUMAILA
5D	TSANG WAI
5D	TSUI WING TUNG
5D	WEN YONGEN



## 9. Financial Summary (1 Sept 2022 – 31 Aug 2023)

Name of Grant	Grant Received	Actual Expenditure	Balance
<b>A. EXPANDED OEB GRANTS</b>			
<b>Non-School Specific Grant (Baseline Reference)</b>	2,017,237.37	2,082,203.01	(64,965.64)
<b>School Specific Grants :</b>			
Administration Grant	3,949,872.00	3,687,080.76	262,791.24
Composite Information Technology Grant	504,080.00	414,079.75	90,000.25
Capacity Enhancement Grant	654,502.00	152,080.75	502,421.25
Air-conditioning Grant	557,056.00	457,844.00	99,212.00
<b>Total :</b>	<b>7,682,747.37</b>	<b>6,793,288.27</b>	<b>889,459.10</b>
<b>B. GRANTS OUTSIDE OEBG #</b>			
Committee on H/S Co-operation Grant	55,748.800	44,331.75	11,417.05
Grant for Fringe Benefits under the Enhanced NET Scheme	198,638.68	198,638.68	0.00
Cash Grant for S/B After-school Learning & Support Programmes	327,000.00	30,843.00	296,157
Other Recurrent Grants (Government Rates and Rent)	198,599.75	198,600.00	(0.25)
Grant for S/B Support for NCS Students	1,127,500.00	1,127,500.00	0.00
Learning Support Grant for Secondary Schools	371,935.00	295,171.29	76,763.71
Diversity Learning Grant (DLG) for for Other Languages	77,400.00	77,400.00	0.00
Diversity Learning Grant (DLG) for for Other Programmes	93,600.00	93,600.00	0.00
Diversity Learning Grant (DLG) for Applied Learning Courses	72,300.00	72,300.00	0.00
Fractional Post Cash Grant	131,616.00	129,066.00	2,550.00
Moral and National Education Support Grant	14,094.96	0.00	14,094.96
Student Activity Support Grant	127,400.00	33,608.50	93,791.50
Life-wide Learning Fund	2,333,510.19	1,343,380.12	990,130.07
One-off Gr for Support the Implement of the Citizenship & Social Development	290,086.00	26,298.00	263,788.00
Information Technology Staffing Support Grant	328,047.77	291,060.00	36,987.77
Promotion of Reading Grant	96,091.83	93,704.93	2,386.90
Hong Kong School Drama Festival	17,904.10	0.00	17,904.10
<b>Total :</b>	<b>5,861,473.08</b>	<b>4,055,502.27</b>	<b>1,805,970.81</b>
<b>C. OTHER GRANTS #</b>			
Teacher Relief Grant - Annual Cash	1,685,515.49	230,700.00	1,454,815.49
Teacher Relief Grant - Optional	4,952,040.00	4,610,459.36	341,580.64
<b>Total :</b>	<b>6,637,555.49</b>	<b>4,841,159.36</b>	<b>1,796,396.13</b>

# Grant received include balance brought forward from previous year

---

## 10. Appendices (School Self Evaluation)

The School Evaluations and Data Analysis Follow-up Teams work towards integrating expectations regarding the School Development & Accountability Framework stipulated by the EDB with our aim on providing quality pursuit and whole-person development for both teachers and students. With the ultimate aim of enhancing students' academic and non-academic performances through continuous school self-evaluation and improvement, the School encourages all the panels/teams/teachers to apply the planning, implementation and evaluation (PIE) cycle in different aspects of school operation. Support measures are implemented through meetings and conversations to give feedback at all levels on the PIE cycle, in the aspects of quality assurance and attaining the magis. Using the Stakeholder Survey (SHS), Assessment Programme for Affective and Social Outcomes (APASO), Key Performance Measures (KPM) supported by the EDB and the school-based evaluation methods, such as school-based questionnaires and reflection sheets, the School is better able to evaluate school performance in a more comprehensive manner. These facilitate the evaluation of our overall school performance against the targets set for the stated Major Concerns in our School Development Plan.

- Ample learning opportunities are created and developed for both students and teachers to explore and excel through the Learning and Teaching Processes of various platforms. Teachers are encouraged to work collaboratively with each other and with the administration to teach students in ways that enable them to learn more. In-house sharing, celebration of students' achievements and the publication of good practices unify teachers, students and parents around the School Vision and Mission and commitment to quality.
- To reinforce students' positive values and attitudes, level-based programmes such as interactive talks and positive reinforcement activities were organized to meet the needs of students of different developmental stages. Most of them enjoyed the programmes and agreed that they had learnt more about the needs of others. These activities sowed the seeds that cultivate students' grateful hearts, integrity, national identity and enhanced their awareness of caring for the needy around them.
- Staff development activities, formal meetings and staff sharing were conducted strategically to ensure the spirit and expectations of School, School Development Plan and Annual Plan were conveyed and implemented at the planning level and classroom level.

### 10.1 Reflections

Looking forward, it can be seen (based on the data from the below KPMs) that certain activities can be further extended and developed in the 2023-2024 school year for our students to master different skills in developing positive mindsets. One of the main initiatives that will be extended is Value Education. As this concept was introduced in 2021-2022, students will be given opportunities to use these strengths in the 2022-2023 school year. By fostering these strengths, students become more aware of their gifts and talents. This awareness and mastery of strengths increase our students' internal locus of control and optimism, which further develop their emotional resilience, perseverance, national identity in fostering positive mindsets.

**Report on the Use of the  
School-based After-school Learning and Support Programmes 2022/23**

**A. Information on Activities under the Programme**

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period /Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Chinese/Western Musical Instrument Programme	36	80%	10/2022-7/2023	54830	Attendance rate, Instructor's appraisals (Adequacy and availability of proposed personnel, facilities and equipment to perform project tasks)	nil	Some students could join the school orchestra
English Musical Theatre Singing Programme	2	95%	10/2022-7/2023	3080	Attendance rate, Instructor's comments (Adequacy and availability of proposed personnel, facilities and equipment to perform project tasks)	TEO PERFORMING ARTS	Took part in various performances in the school year
			Total Expenses	57910			

Note:

# Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota.

**B. Project Effectiveness**

*To the benefitted students, achievements of the activities conducted are rated as follows:*

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
(a) Students’ motivation for learning		✓				
(b) Students’ study skills						✓
(c) Students’ academic achievement						✓
(d) Students’ learning experience outside classroom		✓				
(e) Your overall view on students’ learning effectiveness			✓			
<b>Personal and Social Development</b>						
(f) Students’ self-esteem		✓				
(g) Students’ self-management skills			✓			
(h) Students’ social skills			✓			
(i) Students’ interpersonal skills			✓			
(j) Students’ cooperativeness with others			✓			
(k) Students’ attitudes toward schooling		✓				
(l) Students’ outlook on life			✓			
(m) Your overall view on students’ personal and social development			✓			
<b>Community Involvement</b>						
(n) Students’ participation in extracurricular and voluntary activities		✓				
(o) Students’ sense of belonging		✓				
(p) Students’ understanding on the community			✓			
(q) Your overall view on students’ community involvements		✓				

---

**C. Comments on the project conducted**

***Problems/difficulties encountered when implementing the project***

*(You may tick more than one box)*

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_

**D. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

Applicant fully addresses all aspects of the criterion, convincingly demonstrates a likelihood of meeting the teacher's requirements, and demonstrates only a few minor weaknesses.

---

---

Report on the Use of the Life-wide Learning Grant  
2022-2023 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	English Fun Day	14/10/2022	F1	114	\$6,679.90	\$58.60	E1, E5	English Language	Students were engaged in the activities and they were more motivated to participate in English activities - was well organized, and can effectively implement projects from start to finish	✓				
2	English Drama Training	10/2022 - 4/2023	F1-F4	12	\$23,200.00	\$1,933.33	E1, E5	English Language	Students had a chance to showcase what they had prepared, including the script written, the props made and the performance. The result was satisfactory and the team won lots of awards - showed ability to be proactive in identifying tasks that need to be completed	✓				
3	Backstage Production Programme	10/2022-7/2023	F2-F5	20	\$75,000.00	\$3,750.00	E1, E5	Arts (Music)	Number of activities held and students' attendance rate is high - created healthy dialogue to help the best solution come forward			✓	✓	✓
4	English Musical Theatre Singing Programme	10/2022-7/2023	F1-F5	30	\$85,000.00	\$2,833.33	E1, E5	Arts (Music)	Students' attendance rate is high - arrived at meetings on time and is always prepared			✓	✓	✓
5	Chinese & Western Music Instrument Programme	10/2022-7/2023	F1-F5	50	\$147,895.00	\$2,957.90	E1, E5	Arts (Music)	Students' attendance rate is high - arrived at meetings on time and is always prepared			✓	✓	✓
6	Backstage lighting operation course	10/2022-7/2023	F1-F5	20	\$20,000.00	\$1,000.00	E1, E5	Arts (Music)	Students' attendance rate is high - completed deadlines as promised			✓	✓	✓
7	Make up & hair styling training course	3/2023-5/2023	F1-F5	20	\$28,756.70	\$1,437.84	E1, E5	Arts (Others)	Students' attendance rate is high - arrived at meetings on time and is always prepared			✓	✓	✓
8	Badminton course	1/9/2022-8/2023	F1-F5	23	\$31,500.00	\$1,369.57	E1, E5	Physical Education	Students' attendance rate is high. Merit Award in Girls Grade B - demonstrated a willingness to improve performance even in the face of negative feedback			✓		
9	Basketball course	1/9/2022-8/2023	F1-F5	33	\$42,630.00	\$1,291.82	E1, E5	Physical Education	Students' attendance rate is high - demonstrated a willingness to improve			✓		

									performance even in the face of negative feedback					
10	Table-tennis course	1/9/2022-8/2023	F.1-F.5	10	\$32,760.00	\$3,276.00	E1, E5	Physical Education	Students' attendance rate is high. Champion in Girls Grade B - demonstrated a willingness to improve performance even in the face of negative feedback			✓		
11	Handtball course	1/9/2022-8/2023	F.1-F.5	22	\$36,750.00	\$1,670.45	E1, E5	Physical Education	Students' attendance rate is high - demonstrated a willingness to improve performance even in the face of negative feedback			✓		
12	Jazz Class	1/9/2022-8/2023	F.1-F.5	9	\$48,900.00	\$5,433.33	E1, E5	Physical Education	Students' attendance rate is high - accepted coaching well, and does not become defensive when given negative feedback			✓		
13	Chinese Dance Class	1/9/2022-8/2023	F.1-F.5	20	\$53,935.50	\$2,696.78	E1, E5	Physical Education	Highly Commended Award in Chinese Dance Trio and Group Dance - accepted coaching well, and does not become defensive when given negative feedback			✓		
14	Dragon Boat Course	1/9/2022-8/2023	F.1-F.5	20	\$58,340.00	\$2,917.00	E1,E5	Physical Education	The 11th Inter-school Dragon Boat Championships 200M Women's Championship (Small Boat) - accepted coaching well, and does not become defensive when given negative feedback			✓		
15	Summer internship programme	7/7/2023-18/8-2023	F.3-F.6	50	\$60,200.00	\$1,204.00	E1,E5	Cross-Disciplinary (Others)	Students' attendance rate is high – were willing to hear constructive criticism					✓
16	Girl Guides Training Course	5/2023-7/2023	F.1-F.5	20	\$1,627.00	\$81.35	E1,E5	Cross-Disciplinary (Others)	Students' attendance rate is high - accepted coaching well, and does not become defensive when given negative feedback				✓	
17	Choral Speaking Training Course	10/2022-11/2022	F.1	30	\$5,200.00	\$173.33	E1,E5	Chinese Language	Students' attendance rate is high – were sensitive to the fact that there is always room for improvement, both personally and professionally	✓				
18	Buddhist story telling	1/3/2023	F.1-F.5	120	\$8,300.00	\$69.17	E1,E5	Values Education	Students' attendance rate is high - was a quick study		✓			
19	Service Learning and Value Education	9/2022-5/2023	F.4	120	\$64,906.00	\$540.88	E1,E5	Values Education	Students' attendance rate is high - demonstrated self-awareness and willingness to improve in areas where she was lacking		✓			
20	Tea Appreciation Activity	15/2, 22/2, 1/3, 9/3/2023	F.1-F.3	35	\$4,990.00	\$142.57	E1,E5	Chinese Language	Students' attendance rate is high - constantly pursues learning opportunities					✓
21	Mathematics Competition	9/2022-12/2022	F.1-F.5	22	\$6,600.00	\$300.00	E1,E5	Mathematics	Students got good result - able to learn from past mistakes	✓				
22	Life Education Workshop	9/2022-7/2023	F.1-F.6	630	\$38,287.00	\$60.77	E1,E5	Values Education	Students' attendance rate is high - consistently seeks out new experiences		✓			
<b>(Please insert rows above if the space provided is insufficient.)</b>														
<b>Sub-total of Item 1.1</b>				<b>1,430</b>	<b>\$881,457.10</b>									
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	STEM Team Excursion	29/6/2022-3/7/2023	F.4-F.5	30	\$150,005.00	\$5,000.17	E3,E4	Cross-Disciplinary (STEM)	Broaden students' horizons - found creative ways to solve problems and improve processes, and contributed well-thought out suggestions for improvements	✓				✓

2	Application Fee for International Genetically Engineered Competition	1/2023-8/2023	F1-F5	4	\$13,100.00	\$3,275.00	E3,E4	Gifted Education	Students have chances to work on scientific investigation on synthetic biology. They also have chance to work with and learn from students from other school - showed interest in learning new skills and expanding knowledge base	✓				
<b>(Please insert rows above if the space provided is insufficient.)</b>														
<b>Sub-total of Item 1.2</b>					<b>34</b>	<b>\$163,105.00</b>								
<b>Expenses for Category 1</b>					<b>1,464</b>	<b>\$1,044,562.10</b>								

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Purpose	Actual Expenses (\$)
1	Costume & decoration	Variety Show	\$10,303.86
2	Hall stage modification and extension for students' performance	Variety Show	\$20,000.00
3	Balloon artworks for decoration	Variety Show	\$9,000.00
4	Video shooting of student activities for reviewing of performance	Variety Show	\$38,000.00
5	Wooden materials for students' handicrafts	Variety Show	\$2,650.00
6	Costumes for Chinese Dance	Competition and Variety Show	\$32,550.00
7	Flag Raising Team (Uniform, Flag Pole, Flag)	Flag Raising Ceremony	\$36,314.00
8	Campus TV equipment (Broadcasting system, microphone, headset microphone)	Campus TV	\$71,470.00
9	Gardening Team (Gardening tools, materials)	Gardening Team	\$17,410.06
10	STEM Team (Materials, tools)	STEM Team	\$32,679.10
11	Zen Course (Sandalwood, home fragrance)	Zen Course	\$2,192.50
12	F4 Calligraphy Class (Stationery)	Chinese Calligraphy	\$397.00
13	Board games	Board Games Club	\$324.90
14	Basic Law Week (Stationery, batteries)	Basic Law Week	\$2,526.60
<b>(Please insert rows above if the space provided is insufficient.)</b>			
<b>Expenses for Category 2</b>			<b>\$275,818.02</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,320,380.12</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	624
Number of student beneficiaries:	624
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mo Wan Fung Catherine
Post of Contact Person for LWL:	Vice Principal

\* Input using the following codes: more than one code can be used for each item.

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)



## Report on the Use of Uniform Grant, 2022/23

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered / Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出	Grant (CEG/ LSG*)	TIC
Invite alumni to prepare school-based subject learning materials for F.1-F.3 (TSA)	<ul style="list-style-type: none"> <li>Count the number of materials prepared – had effectively supported my Ss by sharing their knowledge and expertise and providing guidance and mentorship. This has resulted in a more cohesive and supportive Math environment and had shown Ss to achieve better outcomes in the following assessments.</li> </ul>		Will further implement various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which have greatly improved the efficiency and productivity.	\$27600	CEG	CUC
Teaching materials (banner)	<ul style="list-style-type: none"> <li>Count the number of banner - effectively used various communication tools and platforms to reach and engage with my audience.</li> </ul>		This has allowed the teachers to reach a wider audience and to more effectively convey important information and updates.	\$3600	CEG	CUC
Competition 1. 2023 希望杯國際邀請賽 2. 2023 希望杯國際邀請賽 (全球巔峰賽) 3. 粵港澳盃數學精英賽 2023	<ul style="list-style-type: none"> <li>Count the number of participants – effectively applied my job knowledge to solve complex problems and to complete challenging projects.</li> </ul>		Top students' strong analytical skills and attention to detail have allowed the Math dept. to further identify and resolve issues quickly and effectively, improving my work's overall efficiency and quality.	\$11100	CEG	CUC
拔尖課程：提升學生的寫作能力	<ul style="list-style-type: none"> <li>中六文憑試增潤班舉行順利，九成學生的出席率達 100%，完成整個課程。</li> <li>據導師觀察，學生在寫作班上表現認真、感興趣，具學習動機。問卷調查結果顯示，大部分同學同意導師講解清晰，能有助提升卷二的應試技巧和增加應試的信心。</li> <li>三成學生在寫作班的終結評估取得第 4 等或以上成績；近七成學生在本課程的終結評估取得第 3 等或以上成績。惟取得第 4 等或以上成績的學生百分比未及預期。</li> <li>在 2023 文憑試中，八成參加寫作班的學生在寫作卷取得 3 級或以上的成績；近六成學生取得 4 級或以上的成績；三成五學生取得 5 級或以上的成績。學生整體成績比寫作班的終結評估更好，令人滿意。</li> </ul>	/	中六文憑試增潤班來年可繼續進行。	\$15660	CEG	WMT
Special Examination Arrangement (DSE/ internal examination)	<ul style="list-style-type: none"> <li>Completion of application and special examination arrangement</li> <li>Students with emotional needs may have to</li> </ul>	/	Setting deadline for collecting name lists of students with emotional needs who have to apply for special examination arrangement. This has helped to maintain	\$50000	LSG	YWY2

	<ul style="list-style-type: none"> <li>apply for special examination arrangement.</li> <li>Ss had shown some conflict resolution skills by navigating and resolving disagreements and challenges professionally and respectfully.</li> </ul>		positive and productive relationships within my team and across departments.			
Chinese learning class 1	<ul style="list-style-type: none"> <li>Around 50% of the students are satisfied with the programme.</li> <li>The teacher observer did not agree that the content is appropriate and useful.</li> <li>Attendance rate reaches 88.1%.</li> </ul>	It is difficult to look for tailor-made programme – the instructors have sometimes struggled with delegating tasks effectively, leading to feelings of burnout and overwork for myself and my team.	The school will recruit the school-based part-time tutor – I plan to improve my delegation skills by setting clear expectations, providing ongoing support, and allowing team members to take ownership of their (instructors) responsibilities.	\$24000	LSG	HSL
Chinese learning class 2	<ul style="list-style-type: none"> <li>Around 62.5% of the students are satisfied with the programme.</li> <li>The teacher observer did not agree that the content is appropriate and useful.</li> <li>Attendance rate reaches 83.3%.</li> </ul>	The curriculum content is not exam-oriented – prioritize that instructors can be too focused on the big picture and neglect to provide regular feedback and recognition to my team	With enough fund, the school will recruit the school-based part-time tutor – I plan to improve my delegation skills by setting clear expectations, providing ongoing support, and allowing team members to take ownership of their (instructors) responsibilities.	\$12000	LSG	HSL, YWY2
English learning class	<ul style="list-style-type: none"> <li>Around 93.8% of the students are satisfied with the programme.</li> <li>The teacher observer did not agree that the content is appropriate and useful.</li> <li>Attendance rate reaches 87.5%.</li> </ul>	/	With enough fund, the school will recruit the school-based part-time tutor – I plan to improve my delegation skills by setting clear expectations, providing ongoing support, and allowing team members to take ownership of their (instructors) responsibilities.	\$12000	LSG	CYL, HSL
School-based speech therapy service	<ul style="list-style-type: none"> <li>The speech therapist reports show students had improvement in general.</li> <li>Attendance rate reached 70%</li> <li>Made a conscious effort to foster a positive and inclusive work environment by promoting open communication and encouraging collaboration.</li> </ul>	/	/	\$34000	LSG	CYL, FHK
Board Game Group	<ul style="list-style-type: none"> <li>Around 62.8 of the students are satisfied with the programme.</li> <li>Teachers reported that students had improvement in both social performance and emotion management in classes.</li> <li>Attendance rate reaches 76.7%.</li> <li>Trained Ss with a curious and analytical mindset, which allows them to think outside the box and come up with creative solutions</li> </ul>	/	/	\$390	LSG	YWY2, SW Miss Leung, SW Miss Yip

	to complex problems.					
Training for guide dogs volunteer	<ul style="list-style-type: none"> <li>68.9% of the students are satisfied with the programme.</li> <li>The teacher observer agrees that the content is appropriate and useful.</li> <li>Attendance rate reaches 83.3%.</li> <li>Had effectively collaborated with my colleagues and cross-functional teams and a positive attitude towards achieving common goals.</li> </ul>	/	/	\$11100	LSG	YWY2
Know oneself Life planning	<ul style="list-style-type: none"> <li>62.5% of the students are satisfied with the programme.</li> <li>The observers did not think that students have made progress in personal development plan.</li> <li>Attendance rate reaches 96.9%.</li> </ul>	/	Add one more session of introducing 'Holland Code'	\$30600	LSG	YWY2, MLT, SW Miss Leung, FHK
To encourage students to join the activities and competitions by giving recognition and awards	<ul style="list-style-type: none"> <li>Over 60 students participated in elite programmes – Ss further sought training and development opportunities to build their knowledge in the interested area.</li> </ul>	/	The action would be continued – implemented various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which have greatly improved my efficiency and productivity.	\$1652.5	CEG	WYY
To sponsor students for the tuition fee of the elite courses organized by local universities.	<ul style="list-style-type: none"> <li>More students were eager to join the external gifted programmes – demonstrated a strong work ethic and a commitment to productivity, consistently delivering high-quality work on time and exceeding expectations.</li> <li>Over 80% of students are</li> <li>satisfied with the courses.</li> </ul>	/	The action would be continued – implemented various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which have greatly improved my efficiency and productivity.	\$27960	CEG	WYY
To invite tutors to conduct sharing or tutorials	<ul style="list-style-type: none"> <li>Over 70% of students are</li> <li>satisfied with the courses – strong commitment to the School's values, aligning my actions and decisions with the School's mission and goals.</li> </ul>	/	The action would be continued – implemented various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which have greatly improved my efficiency and productivity.	\$0	CEG	WYY
To invite service provider for conducting science workshops	<ul style="list-style-type: none"> <li>Over 70% of students are satisfied with the workshops – strong commitment to the School's values, aligning my actions and decisions with the School's mission and goals.</li> </ul>	/	We will continue to explore different gifted education workshops to help students to explore and learn more.	\$0	CEG	WYY
To pay for the application fee and related expenses for external competitions	<ul style="list-style-type: none"> <li>Over 90% of students think that they learn from the competitions – sought out opportunities to promote and reinforce the School's values, both within my work and interactions with others.</li> <li>This also aroused more students to engage in extra training and accept challenge.</li> </ul>	/	We will continue to explore different gifted education competitions to help students to explore more and challenge themselves.	\$14325	CEG	WYY
To pay for the expenses for visits	<ul style="list-style-type: none"> <li>Over 70% of students are satisfied with the activities – sought out opportunities to promote and reinforce the School's values, both within my work and interactions with others.</li> </ul>	/	We will continue to explore different gifted education workshops to help students to explore and learn more.	\$2480	CEG	WYY
To enable students of different abilities to strive for excellence	<ul style="list-style-type: none"> <li>Materials for training are well prepared and help releasing capacity of teachers</li> </ul>	/	The action would be continued.	\$7000	CEG	WYY

	<ul style="list-style-type: none"> <li>to concentrate on the training</li> <li>of students to prepare for</li> <li>external elite competitions</li> </ul>					
Drama Training	<ul style="list-style-type: none"> <li>Students had great performance in various competitions. They won quite a number of awards and students learned a lot.</li> <li>Ss effectively prioritized their tasks and responsibilities, ensuring that high-priority items receive the attention they deserves.</li> </ul>	<p>Some team members were cross-border students and they stayed in the Mainland in the first term. This caused problems when they were supposed to gather for practice. Communication was also hindered as they could not be reached by the coach through Whatsapp.</p>	<p>The above would not affect the programme this year as there are no longer any limitations that would stop members from meeting face-to-face – implemented various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which have greatly improved my efficiency and productivity</p>	\$39894	CEG	KMC/ NKW
Calligraphy Class	<ul style="list-style-type: none"> <li>The class was not held due to a change in the plan of the department.</li> </ul>	/	/	0	CEG	NA
CMIP/WMIP	<ul style="list-style-type: none"> <li>Instructors' remarks and ratings on students' performance in appraisals are generally satisfactory.</li> <li>Over 90 % students have good attendance records.</li> <li>Ss effectively collaborated with each other and cross-functional teams, demonstrating strong teamwork skills and a positive attitude towards achieving common goals.</li> </ul>	<p>Some students need to take part in other extra-curricular activities or private tutorials so that they have to be absent.</p>	<p>Will further implement various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which wish to greatly improve Ss efficiency and productivity</p>	\$100000	CEG	YCCW
50 <sup>th</sup> School Anniversary Gala	<ul style="list-style-type: none"> <li>Performers and student helpers have excellent attendance.</li> <li>Very positive feedback from audiences.</li> </ul>	/	/	\$100000	CEG	YCCW
English Musical Theatre Singing Programme	<ul style="list-style-type: none"> <li>Over 95 % students have good attendance records.</li> <li>Students took part in various performances.</li> <li>Ss effectively collaborated with each other and cross-functional teams, demonstrating strong teamwork skills and a positive attitude towards achieving common goals.</li> </ul>	<p>Some students need to take part in other extra-curricular activities or private tutorials so that they have to be absent.</p>	<p>Will further implement various time management techniques and tools, such as creating to-do lists and scheduling regular review sessions, which wish to greatly improved Ss efficiency and productivity</p>	\$70000	CEG	YCCW

\*CEG: Capacity Enhancement Grant  
LSG: Learning Support Grant

## Report on the Use of Diversity Learning Grant – Other Programme: DSE and Gifted Education for 2022/23

Programme Title	Objective	Target (No./ level/ selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
Category C subjects in the 2025 HKDSE and Beyond (Korea)	In view of the increasing interest in young people in the Korean language as well as the elevated status of South Korea as a country around the world, the Korean examination was specially added to meet students careers' needs, and they will be able to develop their hobby academically.	4 students (S.4) Students with gifts and talents perform or have the capability to perform at higher levels compared to others of the same amount of electives	9/2022 – 8/2023 90 lessons, 3 hours per lesson	Students will be able to submit scores from the Test of Proficiency in Korean (TOPIK), and the Korean Cultural Centre in Hong Kong will offer opportunities for the students to take part in Korean-language events.	It appears to agree that the students and the school management in the school are in favour of student's performance in foreign language programmes with 51.2% and 48.8% in strong agreement and agreement, respectively. The satisfaction by parents may also be a reflection on other language teaching and learning and ability of their children, of the schools' reputation for producing high numbers of students able to attain good result in public exams.	/
Category C subjects in the 2025 HKDSE and Beyond (French)	French is the second most useful language in the world for career that French speakers are in high demand across all Peace Corps assignment sectors (Environment, Agriculture, Health, Business, Education, and Community/Youth Development); which fits the goal of our School's package of life-planning.	1 student (S.4) Students with gifts and talents perform or have the capability to perform at higher levels compared to others of the same amount of electives.	9/2022 – 8/2023 90 lessons, 3 hours per lesson	Our students who would like to take the French language as a Category C subject must take the DELF examination in level A2 or above within the two years preceding the HKDSE they sit. I.e. for 2025 HKDSE candidates, DELF has to be taken in 2023 and 2024, via the support of Alliance	It appears to agree that the student and the school management in the school are in favour of student's performance in foreign language programmes with 100% in strong agreement, respectively. The satisfaction by parents may also be a reflection on other language teaching and learning and ability of their children, of the schools' reputation for producing high % of students able to attain good result in	/

				Française de Hong Kong.	public exams.	
Category C subjects in the 2025 HKDSE and Beyond (Japan)	Students studying Japanese can broaden our student's horizon on the values that other Asian nations share with Japan, including religious beliefs, ethics, and aesthetics. A familiarity with Asian cultures also allows our students to step outside the culture they live in and, most importantly, see it from a fresh and new career perspective.	11 students (5 S.4 students + 3 S.5 students + 3 S.6 students) Students with gifts and talents perform or have the capability to perform at higher levels compared to others of the same amount of electives	9/2022 – 8/2023 90 lessons, 3 hours per lesson	Question papers of the Advanced Subsidiary (AS) level from Cambridge Assessment International Education (Cambridge International) are used for the examinations of these six subjects. Marking and grading are conducted by Cambridge International. Results are reported in five grades (ae) on the HKDSE certificate, with grade 'e' being the lowest and grade 'a' being the highest. Achievement below grade 'e' is designated as 'Ungraded' and is not reported on the certificate.	It appears to agree that the students and the school management in the school are in favour of student's performance in foreign language programmes with 63.6.2% and 36.4% in strong agreement and agreement, respectively. The satisfaction by parents may also be a reflection on other language teaching and learning and ability of their children, of the schools' reputation for producing high numbers of students able to attain good result in public exams.	/
Category A subject in the 2025 HKDSE and Beyond (PE)	Sport has been enhanced as a practical tool to engage our students in their communities through volunteering, resulting in higher levels of leadership,	1 student (S.5) For the student who are interested in studying the sub-disciplinary aspects of sport including athletic	9/2022 – 8/2023 90 lessons, 3 hours per lesson	The theoretical examination serves to assess the knowledge candidates have acquired in the course of studying PE. Different kinds of	It appears to demonstrate competency in a variety of motor skills and movement patterns assessment. Student applies knowledge of concepts, principals, strategies, and tactics related	/

	community engagement and career development in the long run.	coaching (Certification), psychological performance enhancement, and career-related perusal.		items will be used to assess students' performance in a broad range of abilities. The practical examination serves to assess candidates' competence in two selected physical activities and the level of physical fitness attained.	to movement and performance in the portfolio, and demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness in the assignments, showing a 100% of satisfaction that students are attaining set objectives.	
Category A subject in the 2025 HKDSE and Beyond (Music)	A Music certificate develops versatile strengths, ideal for any industry: Personal organisation, rigorous self-discipline, time and event management and dedication to succeed in a competitive field after their graduation.	13 students (6 S.4 students + 4 S.5 students + 3 S.6 students) For students who would like to pursue a career such as music education, music therapy, and arts management	9/2022 – 8/2023 90 lessons, 3 hours per lesson	Students demonstrating listening skills in music can identify and respond critically to diverse music genres and styles, and analyse their artistic qualities in relation to the historical and cultural contexts in the assignments. They perform different types of music accurately and fluently using appropriate styles and expression, and explain the interpretations of the music being performed during different school events. They also create and arrange	Students' self-esteem is increased. The programmes help students to feel more confident about themselves and the contribution they can make and this in turn helps them to feel more positive about themselves as learners. From observation, plenty of positive reinforcement: wherever possible, negative behaviour is ignored (unless it interferes with the work of the group). A kind of 'time out' during activities is accepted Students are not forced to join in all the time, and students are engaged in 'authentic' activities in which they are often working towards the public Presentation, with 69.2% in strong agreement and 30.8% in agreement with such	

				music using appropriate compositional devices, and explain the use of music elements in compositional devices of their compositions for their portfolios.	arrangement.	
--	--	--	--	---	--------------	--